



Vinton Notices for the Week Ending March 28, 2014

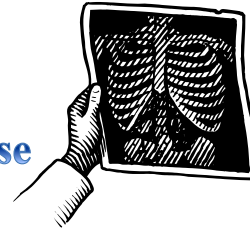
1. Health News! Bone Health Newsletter/Contest form (2 pages)
2. Third Annual KidsMarathon permission form/student contract (2 pages)
3. Vinton PTA Staff Appreciation Week Sign Up Notice
4. Step Into Spring Kid's Discovery Week at Goodwin Conservation Center
5. Inside Special Education March newsletter
6. Mansfield Middle School presents The Wiz

Please see
Take Home Notices Below



Health News!

Mrs. Eaton RN BSN, Vinton School Nurse



Dear Vinton Parents/Guardians,

Vinton School's Health Theme for this school year is Bone Health.

I chose this topic because studies show that many children do not get enough calcium in their diets to help ensure optimal peak bone mass.

Why is childhood such an important time for Bone Development?

Bones are the framework for your child's growing body. Bone is living tissue that changes constantly. Think of bone as a bank account where (with your help) your kids make "deposits" and "withdrawals" of bone tissue. During childhood and adolescence, much more bone is deposited than withdrawn as the skeleton grows in both size and density.



So, building you children's "bone bank" account is a lot like saving for their education: the more they can put away when they're young, the longer it should last as they get older.

*National Institute of Arthritis and Musculoskeletal and Skin Diseases
(<http://niams.nih.gov>)*

Vinton 4th graders and I have been making unique videos answering three core questions on bone health:

1. Why are bones important?

Our bones give us support and shape, protect the soft parts of our bodies, and provide us with life giving blood cells.

2. What happens if you break or fracture a bone?

Because bones are alive they can heal themselves while they are encased in a cast. Bone cells are busy growing and multiplying to repair any breaks.

3. How do we keep our bones healthy?

Eat foods with **calcium** and **vitamin D** every day!



Be active every day especially with weight bearing exercises – run, dance, walk, jump rope!!

✓ Check out www.kidshealth.org for how the body works!

How much calcium should kids eat every day?

- 1-3 years -- 700 mg
- 4-8 years – 1000 mg
- 9-18 years - 1300 mg



What about Vitamin D? Vitamin D is an essential factor in bone mineralization as it assists in calcium absorption. You can get it in fortified foods with vitamin D as well as from exposure to the sun.

Attention All Students!
Calcium Counts! Calcium builds strong bones!
Are you feeding your bones enough calcium and vitamin D?
Let me know by completing contest form below.

Foods with Calcium

Plain, fat-free yogurt	1 cup	450mg
Grilled cheese sandwich	1 sandwich	371mg
American cheese	2 ounces	348mg
Ricotta cheese, part skim	1/2 cup	337mg
Cheddar cheese	1 1/2 ounces	305mg
Milk (fat free or low fat)	1 cup	300mg
Mozzarella cheese, part skim, low moisture	1 ounce	207mg
Macaroni and cheese	1/2 cup	180mg
English muffin	1	175mg
Pudding, made with milk	1/2 cup	147-160mg
Cheese pizza	1 slice	111-147mg
Ice Cream	1/2 cup	84mg
Cottage cheese, 2%	1/2 cup	78mg
Tofu (with calcium sulfate on ingredient list)	1/2 cup	204mg
Almonds, dry roasted	1 ounce	71mg
White bread	2 slices	70mg
Broccoli cooked or fresh	1 cup	90mg
French toast, made with milk	1 slice	65mg
Orange juice with added calcium	1 cup	300mg
Waffle, homemade with milk 7-inch	1	191mg

Submit Contest Entries during April 1 through April 11, 2014.

CONTEST FORM

Name _____

Homeroom Teacher _____

Name one food you ate today which has a lot of calcium.



**WIN
PRIZES!**



**WIN
PRIZES!**



CONTEST FORM

Name _____

Homeroom Teacher _____

Name one food you ate today which has a lot of calcium.



**WIN
PRIZES!**



**WIN
PRIZES!**



3rd Annual Vinton KidsMarathon

KidsMarathon is the culminating event and the celebration of our efforts in Mileage Club this year. All participants who have completed 25 miles through participation in Mileage Club in grades K through 4 are eligible to go with us to **KidsMarathon**. This 1.5 mile run will be held on Saturday, May 24th at Norwich Free Academy in Norwich, CT. Participants in Kids Marathon receive a medal, t-shirt and certificate. Details about the event will be sent home closer to the event.

Vinton School is proud of the large number of runners who have been eligible to participate each year and this year will be no exception!

The motto for **KidsMarathon** is "FINISHING IS WINNING and WINNING IS FINISHING."

Where: Norwich Free Academy
305 Broadway
Norwich, CT 06360

When: Saturday, May 24, 2014 12:30PM-2:00PM

Families are expected to transport their children to this event. If you are having difficulty providing transportation, please contact Sra. Zugarazo by **Friday, May 24th** (by email at zugarazojl@mansfieldct.org or by sending a note to school to my attention).

Please fill out the bottom portion of this page and return it by **Friday, April 4th**, so we can register all participants. **There is a \$5 registration fee for each participant.** Please send in \$5 with the students registration form. There is money available to any family who is in need. Please contact Jen Zugarazo for more information. zugarazojl@mansfieldct.org

Please note that if a student does not complete at least 5 Mileage Club cards by May 16th, they will be unable to participate.



3rd Annual Vinton KidsMarathon

STUDENT'S NAME _____ GRADE _____

PARENT/GUARDIAN NAME _____

PARENT/GUARDIAN SIGNATURE _____

____ My child cannot attend KidsMarathon.

____ My child has met or will work to meet the requirements of **5 completed cards for Mileage Club (100 laps)** and will attend KidsMarathon.

Please select T-Shirt Size: Youth Sm Y Med Y Lrg Adult Sm A Med A Lrg

***** Please return to Señora Zugarazo by Friday, April 4th.*****

Please talk with your child to see if they can accomplish this goal in time for the event. It is earlier this year, so we about 25 days of recess at the most. Ask your child how many cards they have finished, or email me (zugarazojl@mansfieldct.org), then multiply it by 20 laps per card and subtract that from 100 laps total. Then take that and divide it by 20 days of recess, just in case of rain. This is how many laps they must do EVERYDAY at recess to make their goal.

Most students should complete 4-6 laps EVERYDAY at recess to complete the goal.

Cards Completed: _____ X 20 laps = _____ laps done
100 - _____ laps done = _____ laps left
_____ laps left / 20 recess days = _____ laps per recess

Marathon Contract

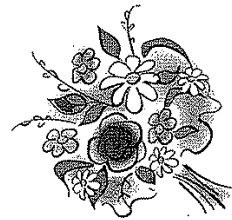
I, _____, agree to complete _____ laps EVERYDAY at recess to reach my goal of at least 100 laps by May 16th. I understand that if I do not reach my goal I cannot go to KidsMarathon and will not be refunded the money for registration.

Parent Signature

Student signature

***** Please return to Señora Zugarazo by Friday, April 4th.*****

TO: All Parents of Annie Vinton students
 FROM: Vinton PTA
 RE: Staff Appreciation Week 2014



Every year, the Vinton PTA sponsors a special Staff Appreciation Week to honor the teachers and staff at Annie Vinton. This year, Staff Appreciation Week will be held during the week of April 21st. During this week, we will provide the teachers and staff with lots of tasty delights and raffle prizes, (this is a staff favorite!).

The schedule for the week is as follows:

Tuesday	(4/22)	Salads
Wednesday	(4/23)	Breakfast
Thursday	(4/24)	Dessert
Friday	(4/25)	Soups & Breads



In order to make this week a success, we need your help! We are looking for volunteers who are willing to help with providing some soups, salads, and breakfast items. Also, assistance is needed for set up and/or clean up of the meals. If you can help with any of these items please sign up below and return the form to your child's teacher by Friday, April 11th. Also, if you have any ideas of other things we can do to make this week special, please let us know. We're always open to new ideas! If you have any questions or suggestions, please call or email Allison Altieri (860-456-8660 or Allisonaltieri2010@gmail.com). I will contact you with a friendly reminder before the big event! Thank you very much!!



Staff Appreciation Week



_____ Yes, I can make a **salad** to be brought in on Tuesday, April 22nd

I plan to make _____

_____ Yes, I can make a **breakfast** item brought in by 8:00AM Wednesday, April 23rd

I plan to make _____

_____ Yes, I can make a **dessert** to be brought in on Thursday, April 24th

I plan to make _____



_____ Yes, I can make a **Soup and Bread** to be brought in on Friday, April 25th

I plan to make _____

_____ Yes, I can help set up and/or clean up on one of the days. (On Wednesday, we need 2 volunteers from approximately 7:30 am – 10:00 am. For Tuesday, Thursday & Friday, we need 2 volunteers from approximately 11:00 am – 2:00 pm.)



Day available _____ Time available _____

Name: _____

Phone number: _____ E-Mail: _____

STEP INTO SPRING KID'S DISCOVERY WEEK AT GOODWIN CONSERVATION CENTER APRIL 14TH-18TH

Nature Journaling

Monday, April 14th

12:00pm-2:00pm

A nature journal is a place to document your thoughts, feelings, ideas, activities, observations, and relationship with the natural world. A nature journal is a good place to start for any aspiring veterinarian, botanist, entomologist, explorer or the like. Naturalist Emma Lorusso will help us create our own nature journals, and write or draw our first entry based on what we see. We will be using our Nature Journals for the whole week to write our observations during the other programs offered during **Step into Spring Week!**

Tracking on Tuesdays

Tuesday, April 15th

10:00am-12:00pm

Ever wondered what animals visit your yard when you're not around? Spring is a great time to get into tracking because the mud makes it is so easy to see the prints animals left behind! This Tuesday we'll learn how to make plaster casts. We'll practice inside with rubber tracks and then we'll go outside and try to find some real tracks to cast.

Goodwin Conservation Center is located off of Route 6 in Hampton, CT. For more information or to register—visit friendsofgoodwinforest.org or email emma.lorusso@ct.gov.

Vernal Pools

Wednesday, April 16th

10:00am-12:00pm

Vernal pools are fishless ephemeral spring ponds that form in the forest—by midsummer they are gone! So what's so special about them? Vernal pools are essential to many amphibians and other aquatic creatures' lifecycle. We'll visit a pool and learn about the animals that live there, and what they do after the water dries up!

Owl Pellets (REGISTRATION REQUIRED)

Thursday, April 17th

1:00pm-3:00pm

Owl pellets are masses of bone, teeth, hair, feathers and exoskeletons of various animals preyed upon by owls. Owls swallow their prey whole and regurgitate the parts that are not easy to digest. We can learn all about Owls and the animals that they eat by dissecting owl pellets! Join Naturalist Emma Lorusso for a great afternoon of barf and dead animal carcasses!

Scavenger Hunt!

Friday, April 18th

1:00pm-3:00pm

To wrap up our "Step into Spring!" week we take a walk and go on a Scavenger Hunt! You'll have to look high and low to find everything, so bring your minds and your eyes for this I-Spy Hike!



March 2014

Inside Special Education

A newsletter published regularly by Directors of Special Education in Tolland, Mansfield and Willington, with the goal of providing direction, guidance, information and support to parents and families of students with special education needs.

The Annual Review

At least annually, the Planning and Placement Team (PPT) must meet to discuss each identified special education student's progress with regard to their respective Individual Education Plan (IEP) goals/objectives. The specific goals/objectives were written based on current performance levels from the prior year with consideration given to how a student will extend their skill levels. The goal is for the student to receive educational benefit from the specialized instruction provided during the course of the school year. A mastery level is identified for each goal and objective. Achievement of such focuses how the student did benefit from the provided instruction. During the annual review meeting the special and regular education teachers, and support services personnel explain progress made given data collected over time. The PPT will then consider the next appropriate goals/objectives. In preparation for this meeting the team members who provide identified services attend the PPT with draft current performance levels, goals/objectives and accommodations/modifications for the new IEP based on the data regarding student achievement. The new IEP can begin anytime during the year, but may often be written for the start of a new school year, whichever decision the PPT indicates is appropriate for the particular student.

Extended School Year Services

During any PPT meeting, but in particular the annual review, the team must also consider whether a student requires Extended School Year (ESY) services. When considering ESY, the team must determine whether a student will regress or fail to recover learned skills within a reasonable time frame (no more than 4-6 weeks) upon return to school late summer. The skill areas that the team must review and consider are those where the student receives services and can include the following domains: academic, behavior, social communication, speech, fine and gross motor. During the summer there are different levels of programming, usually occurring over a month's time, and based on the identified student's needs. This programming can range from remedial academic instruction a few mornings a week to a four day per week morning program that includes academics, related services, adaptive and independent living skill maintenance. Ultimately, the goal of summer school is skill preservation, but forward progression is not discouraged. Most identified special education students do not require summer services because skill maintenance is not at question. As a parent, your

input will always be considered by the school team when a decision is made regarding the need for ESY services. As always, this will be made on an individual student basis.

What is School-Based Occupational Therapy?

Students with disabilities have been able to receive occupational therapy at school since the 1975 passage of the Individuals with Disabilities Education Act (IDEA). The law stipulates that if a student with a disability requires occupational therapy to perform certain tasks necessary for participation or learning, schools must provide it. The main purpose of school-based occupational therapy is to ensure that a student can participate in specific activities that make up daily life. In school, these activities may include paying attention in class, holding a pencil, book or eating utensil in the most effective way, or handwriting because these activities are key 'occupations' that students must master to succeed in school.

Occupational therapists are health professionals who use focused activity to facilitate a child's active participation in these types of self-maintenance, academic and play activities that occur in the school environment. Specific direct and indirect services that the occupational therapist may use include observing students engaging in school activities and providing strategies to facilitate the student's full participation; reducing barriers that limit student participation within the school environment; offering sensory integration strategies that facilitate student engagement; teaching the use of assistive technology to support student success; supporting the needs of students with significant challenges such as navigating the physical environment; helping to plan relevant instructional activities for ongoing implementation in the classroom, and assisting students in preparing for successful transition into appropriate post-high school employment, independent living, and/or further education. If a school team makes the decision that a student requires occupational therapy in a Planning and Placement Team meeting, the occupational therapist recommends specific goals and therapy hours to be included in the student's Individual Education Plan. Ongoing collaboration with parents, teachers and other educational staff to help implement a child's special education program is an important ingredient for a student's school success.

Dear Ide A
(ctdearidecolumn@gmail.com)



Dear Ide,
My child's pediatrician just diagnosed him with ADHD. I don't think I want him on medication but I just don't know. Should I ask his teacher what she thinks? Mom

Dear Mom,
Teachers cannot diagnose ADHD or offer their opinion regarding treatment. Doctors may recommend using medications as one part of the treatment. I suggest you learn as much as you can about ADHD and the various treatment options and return to the pediatrician with specific questions to help you make this decision. Resources you can access to help you prepare include: www.chadd.org or <http://school.familyeducation.com/learning-disabilities/add-and-adhd/34474.html>

Definition of the term Learning Disabilities

This will be the first in a series of articles that will define the 13 special education categories found on the IEP. We will look at Learning Disabilities this month.

IDEA 2004 defines a specific learning disability (SLD) as: A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

For a student to be identified as having a specific learning disability and to be eligible for special education under IDEA 2004, the following criteria must be met:

- The child does not achieve adequately for the child's age or meet state-approved, grade-level standards in one or more of the following areas: oral expression,

listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension, mathematics calculations, or mathematics problem solving.

- The child does not make sufficient progress to meet age or state-approved, grade-level standards in oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension, mathematics calculations, or mathematics problem solving when using a process based on the child's response to scientific research-based intervention.
- The child has been provided with explicit and systematic instruction in the essential components of scientific research-based reading instruction or math from a qualified teacher, including documentation of regular assessments of achievement.
- The child's learning difficulties are not primarily the result of a visual, hearing, or motor disability; an intellectual disability; emotional disturbance; cultural factors; or environmental or economic disadvantage, or limited English proficiency
- The disability must adversely affect the child's educational performance and, as a result, the child requires special education to address her or his unique educational needs.

A major change has taken place (in 2009) when identifying a student with a specific learning disability which involves adding the requirement to document a student's inadequate response to scientific research-based intervention and the elimination of the requirements of a severe IQ-achievement discrepancy and documentation of a severe processing disorder.



LINKS:

[Success SEPTO Education](#)

[CT State Department of Education Bureau of Special](#)

[Connecticut Parent Advocacy Center](#)

[Autism Society of America](#)

[State Education Resource Center](#)

[Connecticut Birth to Three](#)

**Fri. April 4th at 7pm
Sat. April 5th at 7pm
& Sun. April 6th at 1 pm**

**All Tickets \$6
Available at the Door
& in Advance in the MMS Office**

Mansfield Middle School Presents

